

**FINAL REPORT
OF THE
REGIONAL CAMPUSES
STUDY COMMITTEE**



**Indiana Legislative Services Agency
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November 2013

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FINAL REPORT

Interim Study Committee on Regional Campuses

I. STATUTORY DIRECTIVE

Under IC 2-5-37.7-2 the Interim Study Committee on Regional Campuses is charged with the following tasks:

- (1) Study the governance and operation of regional campuses.
- (2) Perform an analysis of the Indiana University - Purdue University Fort Wayne campus, focusing on the campus's management, growth, needs, and future plans.
- (3) Report the results of the study and analysis to the General Assembly.

II. SUMMARY OF WORK PROGRAM

The Regional Campus Study Committee met three times during the interim of 2013.

-The first meeting took place on August 1, 2013, at the Indiana University - Purdue University Fort Wayne (IPFW) Alumni Center and lasted approximately two hours and forty minutes. During this time the Committee heard testimony from the Commission for Higher Education (CHE) and others on the role of the regional campuses.

-The second meeting took place on September 25, 2013, at the Indiana University - Purdue University, Indianapolis (IUPUI) Campus Center, and lasted approximately two hours. During this time the Committee heard testimony from the CHE, from Indiana University on the total system of the university's regional campuses, from each of Purdue University's regional campuses, and from IUPUI.

-The third meeting took place on October 23, 2013, at the Walb Student Center, IPFW, and lasted approximately three hours. During this time the Committee heard testimony from the CHE on its revised policy on the roles and mission of the regional campuses, from Purdue University on the development and implementation of its system plan, and from others on the educational needs of employers in the areas served by the regional campuses. The Committee was also briefed on the Doctor of Nursing Practice program, a collaborative project between Purdue-West Lafayette, IPFW, and Purdue Calumet.

III. SUMMARY OF TESTIMONY

Commissioner Teresa Lubbers, CHE, briefed the Committee on the updated CHE's Policy on Regional Campus Roles and Missions, which was adopted in October 2013. She indicated that it

was a logical step to review the governing structure of the regional campuses, the academic courses they offer, and the role they play in the state's economy.

The Commissioner indicated that the new policy relaxes the prohibition of doctoral programs at the regional campuses. Under the new policy, a regional campus can offer a workforce-aligned professional practice doctoral program if done in collaboration with the main campus. The policy also recognizes the fact that technology has evolved to the point where it is easier to collaborate on degree offering. As a result, one campus could offer a degree program, but it could be delivered by another campus. An example of a program that symbolizes the new policy is the Doctor of Nursing Practice (DNP) program, which is a collaborative project between the main campus at West Lafayette, IPFW, and Purdue Calumet.

She touched on the mission statements of the regional campuses, which emphasize increasing graduation rates, increasing access to students, making college affordable, and striving for synergy between the regional campuses and the community colleges, and between the regional campuses and the flagship campuses. She indicated that the General Assembly has increased financial aid to the colleges which, in turn, has helped increase access to college. Tuition and fees have increased, but in the past year the colleges have responded positively to the Commission's request to hold increases to the rate of inflation. On the whole, tuition costs at the regional campuses are less than at the flagship campuses.

The biggest challenge for the regional campuses is attracting, developing, and retaining talent in the region. The student population at the campuses is changing, with a larger percentage of recent high school graduates choosing to attend. About two-thirds of student body attend on a full-time basis, and approximately half of the student body is over the age of 25. Most of the students come from the county where the campuses are located. For example, approximately 90% of the students at IPFW are from its surrounding counties. These students are likely to remain in the region upon graduation. Admissions to regional campuses are becoming more selective; students must have a Core 40 high school diploma to be admitted. Students in need of remediation have to attend a community college for these classes. As a result, the campuses are producing more students who complete degrees.

The Commissioner pointed out that the funding formula recognizes both persistence and completion in degree programs. This is to take into account that, for some schools, a large percentage of students are part-time and may take longer than four years to graduate, resulting in a persistence rate higher than the graduation rate. She also indicated it was relatively simple to transfer credit between campuses and that there are currently approximately 85 courses in the transfer library that a student may transfer.

The Commissioner described the governance structure of the regional campuses. The CHE has not considered changing the structure as that would require legislative action. There is a difference in governance among the non-flagship campuses. For example, IUPUI is not considered a regional campus while IPFW is. IUPUI is considered a metropolitan campus with graduate programs in professional areas, such as medicine, dentistry, and law. The school of medicine and other schools at IUPUI receive approximately \$400 M annually in research funding. This enables the university to be categorized as a research institution under the Carnegie classification. On the other hand, it

could require enormous up-front investment for a campus such as IPFW to get into that range of funding; the university currently has about \$6 M in research spending annually.

The Committee discussed whether the current structure may leave the regional campuses at an unfair disadvantage in attracting students. However, the Commissioner stated that she has not detected any policy to discourage students from transferring from IPFW, for example, to the flagship campus at West Lafayette. On the contrary, in recent years, there have been more students transferring from West Lafayette to IPFW than the other way around.

Regional campuses are critically important to their local economies. These partnerships between the campuses and the communities they serve can be mutually beneficial to both parties. It was reiterated that the state will not be able to achieve its goal of having 60% of the population with a postsecondary education credential (degree or certificate program) without the participation of the regional campuses. Regional corporations compete in the global marketplace and need graduates with advanced education in their workplaces. In particular, employers are seeking degrees that have labor market value in their regions and some are willing to fund these programs. For example, one regional economic development agency received a \$20 M grant from the Lilly Endowment in 2009 and invested over \$5 M in IPFW to develop a system engineering program and wireless communications laboratory. The possibility of building research and development facilities at the campuses is a draw for companies seeking to innovate and prosper.

Regional campuses were created by the legislature, and the CHE is statutorily charged with approving programs and degrees (including graduate degrees) for all campuses. Currently, the primary role of regional campuses is to provide baccalaureate degrees, with some masters degrees included, and CHE's policy has been not to approve doctoral programs for these campuses. Some of the factors that are analyzed when deciding to approve a new program include whether the program is a duplicate of a current program, whether it is pertinent to the local economy, the amount resources required for its implementation, and whether the program is consistent with the university's mission. Establishing a doctoral program would depend on funding, and it may not be cost-effective to create programs if the potential number of students involved is small.

The Committee was urged to consider increasing the flexibility and autonomy for the regional campuses in offering doctoral programs. This would enable the campuses to be more responsive to the needs of local employers, and it would also enable them to compete more effectively with private colleges in the area. Additionally, residents would not be required to travel outside the region or use an on-line institution in order to obtain a doctoral degree. On the other hand, if a regional campus became autonomous, it might resolve many of the current issues but students would lose the reputation associated with attending a flagship university. The cost of establishing these programs should be estimated to determine whether the resources exist to support them. The costs for facilities, staff, and financial support for students could be quite high. For example, most doctoral students are granted free tuition and a stipend.

The Committee discussed whether the lack of graduates with certain skills was because of the system or the fact that the campuses were not being responsive to the need. It was noted that the campuses have complete autonomy in undergraduate and some graduate programs, but may not yet be ready to support extensive doctoral programs. However, they should have opportunities to pursue a variety

of models that would enable each school to offer needed programs. These might include partnering with the flagship universities or with other regional campuses. Finding a balance between autonomy for each campus and the need to promote collaboration would be essential. Since each campus has its own line item budget there is no fear of losing funding to another campus, but there is not enough funding to support every program. As a result, collaboration between campuses is very critical, and structures should be established to achieve that. The doctoral program in nursing is an example of such a collaborative effort.

(For further detail about the work of the Regional Campuses Study Committee, the minutes of the meetings may be found at: <http://www.in.gov/legislative/>)

IV. COMMITTEE FINDINGS AND RECOMMENDATIONS

The Committee recommended that the Commission for Higher Education and the legislature adjust the current funding formula to reflect the unique qualities of regional college campuses.

The Committee, by a vote of 5-0, recommended the adoption of the draft final report with the understanding that actions taken during its final meeting would be included in the Committee's final report.

WITNESS LIST

Dr. John Applegate, Executive Vice President for University Academic Affairs, Indiana University.

Mr. Mark Becker, Deputy Mayor of Fort Wayne.

Mr. Brian Dumford, Ft. Wayne Metals.

Mr. Vince Buchanan, Regional Chamber of Northeast Indiana.

Dr. Vicky Carwein, Chancellor, Indiana University Purdue University Ft. Wayne.

Mr. Kenneth Christmon, Associate Vice-Chancellor of Diversity and Multi-cultural Affairs.

Dr. Jim Dworkin, Chancellor Purdue University, North Central.

Dr. Audeen Fentiman, Associate Dean for Graduate Education and Interdisciplinary Programs, Purdue University.

Mr. Jud Fisher, Indiana Commission for Higher Education.

Dr. Peggy Gerard, Vice Chancellor, Dean of the College of Nursing, Purdue University, Calumet.

Mr. Raymond Kusisto, CEO, Orthopedics Northeast.

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education.

Mr. Tom Mc Dermott, Mayor, City of Hammond.

Dr. Nassar Paydar, Executive Vice Chancellor and Chief Academic Officer, Indiana University-Purdue University, Indianapolis.

Ms. Kathleen Randolph, Northeast Indiana Workforce Investment Board.

Mr. John Sampson, Northeast Indiana Regional Partnership.

Dr. Carol Sternberger, Associate Vice-Chancellor for Faculty Development, IPFW.